

# Redmile Church of England Primary School



## Accessibility Plan

### Introduction

This plan is drawn up in accordance with the obligations under schedule 10 of the Equality Act 2010.

Redmile Church of England Primary School buildings and premises are well designed to meet the needs of disabled pupils:

- the main buildings, including Castle Block and school hall are on ground level;
- double doors in to the main school can be opened via the Linkway and Class 1 and both entrances in to the Hall have double-opening doors (including interior);
- use of the classrooms can be rotated to meet pupils' needs;
- all public-access rooms, including toilets, library and dining area are accessible from the front, with no steps;
- a disabled toilet has been created in the main building and in the school hall (includes shower facilities also);
- classrooms have been designed (or refurbished) with acoustic-tiled ceilings to meet the needs of the deaf or hard-of-hearing;
- needs of pupils with specific learning or physical disabilities are individually catered for in consultation with parents and outside agencies

As we are a small school, access for more than one wheel-chair would have to be looked at very closely.

### Definition of Disability

Disability is defined by the Equality Act 2010 (EA):

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

In the EA, 'substantial' means 'more than minor or trivial'; 'long term' means has lasted or is likely to last more than 12 months.

### Key Aim

We aim to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

### Principles

1. Compliance with the EA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy and Equality Policy;
2. The school recognises its duty under the EA:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the Equality and Human Rights Commission Guidance.
  4. The school recognises and values parents'/carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents'/carers' and child's right to confidentiality. We will work together to ensure the full needs of each individual are met in school, so far as is reasonable and practical.
  5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum and Early Years Foundation Stage framework, which underpin the development of a more inclusive curriculum:
    - setting suitable learning challenges
    - responding to pupils' diverse learning needs
    - overcoming potential barriers to learning and assessment for individual and groups of pupils

### **Activity**

Redmile Church of England Primary School has identified the following points for action as part of its Long Term School Development Plan, in order to achieve the key aim:

#### **a) Delivery of the curriculum**

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance, including:

- Implementation of the National Curriculum (2014) will take in to account the needs of all individuals
- Curriculum policies to be updated in respect of inclusion
- Ensuring the needs of each child are met through the learning and teaching provision of the school (priorities of assessment for learning, targeting and self-evaluation)
- Continued Professional Development of staff and subsequent implementation of programmes of work related to specific needs of SEND pupils, e.g. working memory, dyslexia, dyspraxia including the use of ICT to support teaching and learning
- Offering information evenings to parents on a face-to-face basis, which will specifically support those parents with SEND or EAL

The school will continue to seek and follow the advice of LA/DLAT services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

## **b) Physical environment**

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings, so far as is reasonable and practical.

In particular:

- All classroom environments clearly labelled and organised
- Posters and key documents which are on display should be printed on to beige paper whenever possible
- Yellow lines are re-painted on all raised surfaces in light of any new building work as required
- New learning zones which are created around school to improve the facilities, are built at ground level with no steps
- Any interior painting or redecoration should be EA compliant

## **c) Provision of information in other formats**

The school is aware of local services, including those provided through the LA/DLAT, for providing information in alternative formats when required or requested. Reminders in the Executive Head teacher's weekly newsletter that documents are available in large print upon request

## **Linked Policies**

This Plan will contribute to the review and revision of related school policies, practice and procedures, e.g.

- School Improvement and Development Plan
- SEND policy
- Equality Policy
- Curriculum policies

## **Review**

Date of original Plan: September 2007

Date of most recent review: May 2017

The plan is also available in the following formats, on request to the Executive Head teacher: email; enlarged print version; other formats by arrangement.

Target	Strategy	Outcome	Timescale	Resources	Targets Achieved
1. To be aware of the access needs of disabled children or staff, governors and parents/carers	To create access plans for disabled children when required.	Needs of any disabled person using the school are met	To be confirmed when needed	To be confirmed when needed	
2.1 To ensure all staff are differentiating the curriculum	to look for differentiation in work use of dyslexic friendly teaching and learning regular updates on strategies	Staff confidence in the use of the strategies for differentiation	Review of planning each half term; termly observations	SENDCo to advise	
2.2 To ensure all staff are aware of disabled children's needs	To share information with all staff at school and transition school/s To share information with all agencies involved with the child	All staff aware of individual's needs	September each year	SENDCo to advise	
2.3 To review literacy and maths curriculum to ensure dyslexic/dyscalculic children are provided for	Dyslexia/dyscalculia resources in place to support those in need, including IT programs	All feel confident in lessons	December 2018	Lit, maths Co-ordinator and SENDCo to research what resources are available	
3 To review information for parents/carers to ensure it is accessible	Ask parents/carers about access needs to ensure it is accessible If parents are non-English check they have some means of accessing them	All parents receive information in a form they can access.	Termly via newsletter	EHT	
4 To ensure any new buildings are compliant with the Equality Policy	Liaise with Boons/contractors/designers, etc	New buildings are accessible by all	September 2017 or when new houses are built	EHT	